2nd Grade Pacing Module 3 *with Suggested Modifications* **Key**

Optional Lesson

Extension Lesson

Remedial Lesson



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| Standards | Topic and Objectives | |  |
| **2.NBT.1** | A | Forming Base Ten Units of Ten, a Hundred, and a Thousand  Lesson 1: Bundle and count ones, tens, and hundreds to 1,000. | **Days: 1** |
| By the end of Topic A, your students should be able to:   * Bundle and count objects with ones, tens, and hundreds to 1,000. | | | |
| **2.NBT.2**  2.NBT.1 | B | Understanding Place Value Units of One, Ten, and a Hundred  Lesson 2: Count up and down between 100 and 220 using ones and tens.  Lesson 3: Count up and down between 90 and 1,000 using ones, tens, and hundreds. | **Days: 2** |
| By the end of Topic B, your students should be able to:   * Represent counting up and down between 90-1,000 with drawings of hundreds, tens, and ones. | | | |
| **2.NBT.3**  2.NBT.1 | C | Three-Digit Numbers in Unit, Numeral, Expanded, and Word Forms  Lesson 4: Count up to 1,000 on the place value chart.  Lesson 5: Write base ten three-digit numbers in unit form; show the value of each digit.  Lesson 6: Write base ten numbers in expanded form.  Lesson 7: Write, read, and relate base ten numbers in all forms.  Extension: [Carol's Numbers](http://schools.nyc.gov/NR/rdonlyres/CAC1375E-6DF9-475D-97EE-E94BAB0BEFAB/0/NYCDOEG2MathCarolsNumbers_Final.pdf) Problem Solving Task | **Days: 4**  **Lesson 5** builds upon number bond concepts from Module 1.  Use extension as part of Lesson 7. |
| By the end of Topic C, your students should be able to:   * Count efficiently 0-1,000 (using ones, tens, hundreds). * Know the values of the ones, tens, hundreds digits. * Write numbers 0-1,000 in expanded form. * Read and write numbers to 1,000 in their numeral form. | | | |
| **2.NBT.2**  2.NBT.1  2.NBT.3  2.MD.8 | D | Modeling Base Ten Numbers Within 1,000 with Money  Lesson 8: Count the total value of $1, $10, and $100 bills up to $1,000.  Lesson 9: Count from $10 to $1,000 on the place value chart and the empty number line.  Lesson 10: Explore $1,000. How many $10 bills can we change for a thousand dollar bill? | **Days: 2**  **Extension Lesson 9:** This lesson could be used as an extension. The use of empty number lines could be taught during Number Talks.  **Lesson 10** could be used as a performance task. |
| By the end of Topic D, your students should be able to:   * Use one, tens, hundred bills to demonstrate understanding of place value.   Snapshot Assessment 2.NBT.2 Problems 1-3 | | | |
| *3 Days for Remediation, Enrichment, Mid-Module Assessment*  [Mid- Module Assessment Word Document](https://www.engageny.org/resource/grade-2-mathematics-module-3)  **Suggested Task:** [Counting Stamps](https://www.illustrativemathematics.org/content-standards/tasks/574) | | | |
| **2.NBT.A** | E | Modeling Numbers Within 1,000 with Place Value Disks  Lesson 11: Count the total value of ones, tens, and hundreds with place value disks.  Lesson 12: Change 10 ones for 1 ten, 10 tens for 1 hundred, and 10 hundreds for 1 thousand.  Lesson 13: Read and write numbers within 1,000 after modeling with number disks.  Lesson 14: Model numbers with more than 9 ones or 9 tens; write in expanded, unit, numeral, and word forms.  Lesson 15: Explore a situation with more than 9 groups of 10. | **Days: 3**    **Remediation Lesson 13:** Skill has already been taught, use as needed. |
| By the end of Topic E, your students should be able to:   * Use place value discs and base ten blocks to model numbers to 1,000. * Change 10 ones for 1 ten, 10 tens for 1 hundred, and 10 hundreds for 1 thousand. * Model numbers with more than 9 ones or 9 tens (ex: 1 hundred, 5 tens, 2 ones = 15 tens, 2 ones) * Apply above skills to word problems.   Snapshot Assessment 2.NBT.1 Part B Problems 1-4. | | | |
| **2.NBT.4** | F | Comparing Two Three-Digit Numbers  Lesson 16: Compare two three-digit numbers using <, >, and =.  Lesson 17: Compare two three-digit numbers using <, >, and = when there are more than 9 ones or 9 tens.  Lesson 18: Order numbers in different forms. | **Days: 2**  **Optional Lesson 18:** Use as needed. This is extra practice. |
| By the end of Topic F, your students should be able to:   * Compare 2 three-digit numbers based on their place value understanding.   Snapshot Assessment 2.NBT.4 Part A Problems 1-4. | | | |
| **2.NBT.2**  2.OA.1  2.NBT.8 | G | Finding 1, 10, and 100 More or Less than a Number  Lesson 19: Model and use language to tell about 1 more and 1 less, 10 more and 10 less, and 100 more and 100 less.  Lesson 20: Model 1 more and 1 less, 10 more and 10 less, and 100 more and 100 less when changing the hundreds place.  Lesson 21: Complete a pattern counting up and down. | **Days: 1**  **Lessons 19 & 20** could be combined depending on your students. For remediation, the concept development in Lesson 19 could be used in a small group. The problem set for Lesson 20 wraps up concepts in both lessons.    **Extension Lesson 21:** This lesson is an extension of lessons 2 and 3. The problem set could be used as an exit ticket. |
| By the end of Topic G, your students should be able to:   * Counting up and down by ones, tens, hundreds. | | | |
| *3 Days for Re-Assessment, Remediation and Enrichment*  [End of Module Assessment Word Document](https://www.engageny.org/resource/grade-2-mathematics-module-3) | | | |
| ***Total Instructional Days: 21*** | | | |

Links Used:

“Carol’s Numbers”: <http://schools.nyc.gov/NR/rdonlyres/CAC1375E-6DF9-475D-97EE-E94BAB0BEFAB/0/NYCDOEG2MathCarolsNumbers_Final.pdf>

“Counting Stamps”: <https://www.illustrativemathematics.org/content-standards/tasks/574>

Module Assessments: <https://www.engageny.org/resource/grade-2-mathematics-module-3>